

# **Recruitment Retention Results**



**Nancy Golden, Clinician  
The Midwest Clinic**

**December 15, 2005 11:00 am**

**Midwest Band Clinic Presentation**  
**Nancy Golden**  
**Beginning Band: Recruitment, Retention, Results**  
**Thursday, December 15, 2005**

1. Process

- Video
- Aptitude Test
- Parent letter (s)
- Assembly
- Instrument “petting zoo”
- Parent Meeting

2. Recruitment Videos

- Focus on Excellence: Band Blast Off
- Yamaha – The Great Beginning
- Disney: Toot, Whistle, Plunk Boom
- Music Achievement Council: Band Together – Join Band

3. Aptitude Testing

- The purpose is NOT to identify students for inclusion or exclusion. All children have the right to a comprehensive music education.
- Interest and hard work are the best indicators of success
- Selmer Guidance Survey, Edwin E. Gordon Music Aptitude Tests, Tune It by UMI, Blast Off DVD has an aptitude test (page 5)

4. Parent Letter (pp 6-7)

5. School Assembly

- Fine Musician (pp 8-10)

6. Interviews

- Three types of students
- Most important that students make their own choice
- Instrumentation (page 11)
- Instrument audition form – only if you have A LOT of time with each student (page 12)
- Develop an ability to teach students how to get a sound right away
  - Flute – “humming,” relaxed lower lip, be sure aperture is not too wide and hole is centered
  - Clarinet – lower lip over bottom teeth (chin down and flat), teeth on top, be sure they have enough mouthpiece, corners firm
  - Saxophone – see clarinet
  - Brass – teach them to buzz first, moist lips, think “mmmmmm”
  - Percussion – do a little call and response to check sense of rhythm, see if they can tap their foot and slap their thighs on the up beat

7. Parent Meeting Ingredients (page 13)

- Handbook (pp 14-17)
- Sample Schedule (page 18)
- Advocacy websites
  - [www.SupportMusic.com](http://www.SupportMusic.com)
  - [www.childrensmusicworkshop.com](http://www.childrensmusicworkshop.com)
  - [www.amc-music.org](http://www.amc-music.org)
  - [www.menc.org/information/advocate/facts.html](http://www.menc.org/information/advocate/facts.html)

8. The All Important First Year

- COMMUNICATION with parents
- Make behavior expectations clear (page 19)
- Practice record/point system – (page 20)

9. Incentive programs

- Many teachers tend to believe that musical experience in and of itself should be sufficiently rewarding to motivate students, but experienced teachers know that this is not sufficient for all students, particularly in the beginning and intermediate stages.
- Once the skills are developed students can enjoy participation, but may need some incentives in the meantime.
  - Keep it simple or you won't use it.
  - Pot of Gold, Composer Bucks idea, using a simple Print Music program to write out melodies
  - Karate belts, or pieces of yarn
  - Medals, stars, bricks on a wall
  - Challenge of the Sections (HANDOUT)

10. Live Performance Field Trip

11. Assessments

- Report card (page 21)

12. Communication to Parents

- Group e-mails
- Excellent reference: Tim Lautzenheizer's letters in Director's Communication Kit (page 22)
- Christmas Stocking stuffer ideas
- List of recordings (pp 23-24)

13. First Concert

- Set up weekly goals (page 25)
- Send invitations to parents, classroom teachers, general music teachers, school board, administrators (page 26)
- Ideas (page 27)
- Let parents know that you can't do it alone
- Advertise local school upcoming concerts – middle school & high school

14. Method Book Supplements

- Winning Rhythms by Ed Ayola
- Note Speller by Fred Weber (for each instrument)
- Excellent repertoire resource books: Best Music for Beginning Band by Dvorak & Floyd, and Teaching Music through Performance in Beginning Band by Dvorak, Blocher, Emmons, Pearson, Ramsey, Wilder

15. Instrument Repair

16. Develop critical listeners

- Musical Portfolio
- Concert reflection sheet (page 28)

17. When students want to quit

18. Wrap up

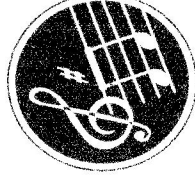


*This Certifies That*  
*«First\_Name» «Last\_Name»*  
*earned a grade of «Test\_Score» on a Music Analysis Test*  
*administered at school, and is eligible to enter the*  
*instrumental music program. After a personal interview, during*  
*which physical characteristics were checked carefully, I recommend*  
*the \_\_\_\_\_ as the instrument on which the*  
*greatest achievement could be attained.*

*School «School»*

*Teacher «Home\_Room»*

*Mrs. Golden, District 181 Band Director*



## Community Consolidated District 181 BEGINNER BAND INFORMATION

September 12, 2005

Dear Parents,



In the coming weeks your fifth grade student will have an opportunity to enrich their education with instruction on a band instrument. One of the most positive experiences you can offer your child is the chance to learn self-discipline at the highest level via participation in band. In addition, their cooperative talents, self expression, coordination, poise, sense of accomplishment, self confidence and creative mind will all be nurtured through their study of instrumental music.

### **The “Prelude to Band” process follows:**

1. Students have viewed a video introducing them to the world of instrumental music.
2. Students will take a musical listening skills survey. Students of all musical aptitudes are encouraged into the program. This survey simply helps the director and student choose an instrument wisely. For example, a French horn student needs to have a strong sense of pitch because one finger can produce a variety of notes and students need to differentiate between them.
3. CHMS or HMS band students will present the instruments in an assembly for all fifth graders at your home school.
4. Students will have individual interviews with the band director to check physical characteristics (tooth alignment, lip size and shape, finger length, hand size and arm length). Unlike string instruments, band instruments come in one size, so students need to be able to handle the full sized instrument. We ask that students select an instrument or two that interest them and work with them to try to produce a sound. Lastly, balanced instrumentation will play a part in the final selection. For instance, we cannot have a band of 40 drummers and 2 flutes.
5. Students will bring home a certificate with their suggested instrument and musical listening skills survey score.

**Your child will need an instrument, instruction book and music stand before October 3<sup>rd</sup>.** For your convenience, arrangements have been made with Quinlan and Fabish Music to provide a rental program so that you can easily obtain an instrument for your child. Several full-service music dealers were surveyed concerning their price structure and services offered to the students. Quinlan and Fabish, located in Burr Ridge, was selected as the one that offers the highest quality instruments, service, and accessories to the students at the best possible cost. You are free to obtain an instrument from any source you like, but we ask that you please use the brands and models listed on the attached sheet. Should you already have an instrument appropriate for your child, we ask that you please bring it to be checked for proper playing condition. This is especially important for instruments that have not been played regularly for a year or longer. Few

things are more frustrating for a child than to try learning on an instrument that will not play correctly.

#### **NEXT STEPS:**

**MONDAY, September 26, at 7:30 pm is a district wide informational meeting and sign up** for parents only. It will be held in the Clarendon Hills Middle School Cafetorium (right off the front lobby). HMS and CHMS band students will repeat their demonstration performance. In addition, information regarding instructional materials, lesson and rehearsal schedules, the commitment required of students and parents, as well as the cost of obtaining an instrument will be explained. The objective is to present information and answer questions to help you decide whether or not playing a band instrument is something you want for your child. Quinlan & Fabish will also be there for you to make rental arrangements for those that are ready to do so that evening. I would encourage every parent to attend the meeting, unless you have had a child in the District 181 band program over the past two years. If I have taught your child before, feel free to come Tuesday night to the open house to make rental arrangements and sign permission slips.

**TUESDAY, September 27, from 3:00-8:00 pm is the band sign-up/open house at HMS in the band room** for parents district wide.

**Cannot attend the meeting or open house?** Call or e-mail me and we will make other arrangements.

The **deadline** for enrolling your student in beginning band is **Wednesday, September 28<sup>th</sup>**. This time line is necessary because small group lessons will start at your child's school the following **Monday, October 3<sup>rd</sup>**. I need some time to finalize the lesson schedule and get it to teachers by Friday. Full band rehearsals (before school) will not start until students have had a few lessons, on the week of October 31<sup>st</sup>.

For students already in orchestra, Mrs. Sterba and I would like to encourage them to continue. They have already gotten through the difficult months as a beginning instrumentalist and can move forward this year.

I look forward to meeting you and guiding your child on their musical journey.

Sincerely,



Nancy Golden  
5<sup>th</sup> Grade Band Director  
E-mail: [ngolden@d181.org](mailto:ngolden@d181.org)  
Phone: 887-4260, ext. 722

## I AM A FINE MUSICIAN

I am a fine musician, I practice every day  
And people come from miles around  
Just to hear me play, my flute, my flute  
They love to hear my flute



I am a fine musician, I practice every day  
And people come from miles around  
Just to hear me play, my oboe, my oboe  
They love to hear my oboe



I am a fine musician, I practice every day  
And people come from miles around  
Just to hear me play, my clarinet, my clarinet  
They love to hear my clarinet



I am a fine musician, I practice every day  
And people come from miles around  
Just to hear me play, my saxophone, my saxophone  
They love to hear my saxophone



I am a fine musician, I practice every day  
And people come from miles around  
Just to hear me play, my trumpet, my trumpet  
They love to hear my trumpet



I am a fine musician, I practice every day  
And people come from miles around  
Just to hear me play, my french horn, my french horn  
They love to hear my french horn



I am a fine musician, I practice every day  
And people come from miles around  
Just to hear me play, my trombone, my trombone  
They love to hear my trombone



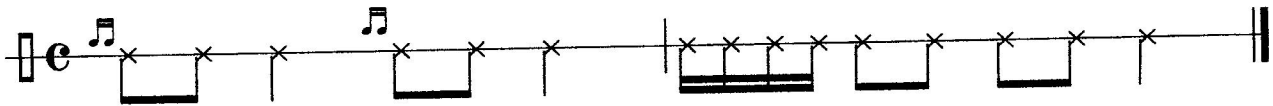
I am a fine musician, I practice every day  
And people come from miles around  
Just to hear me play, my baritone, my baritone  
They love to hear my baritone



I am a fine musician, I practice every day  
And people come from miles around  
Just to hear me play, my tuba, my tuba  
They love to hear my tuba



I am a fine musician, I practice every day  
And people come from miles around  
Just to hear me play, my snare drum, my snare drum  
They love to hear my snare drum

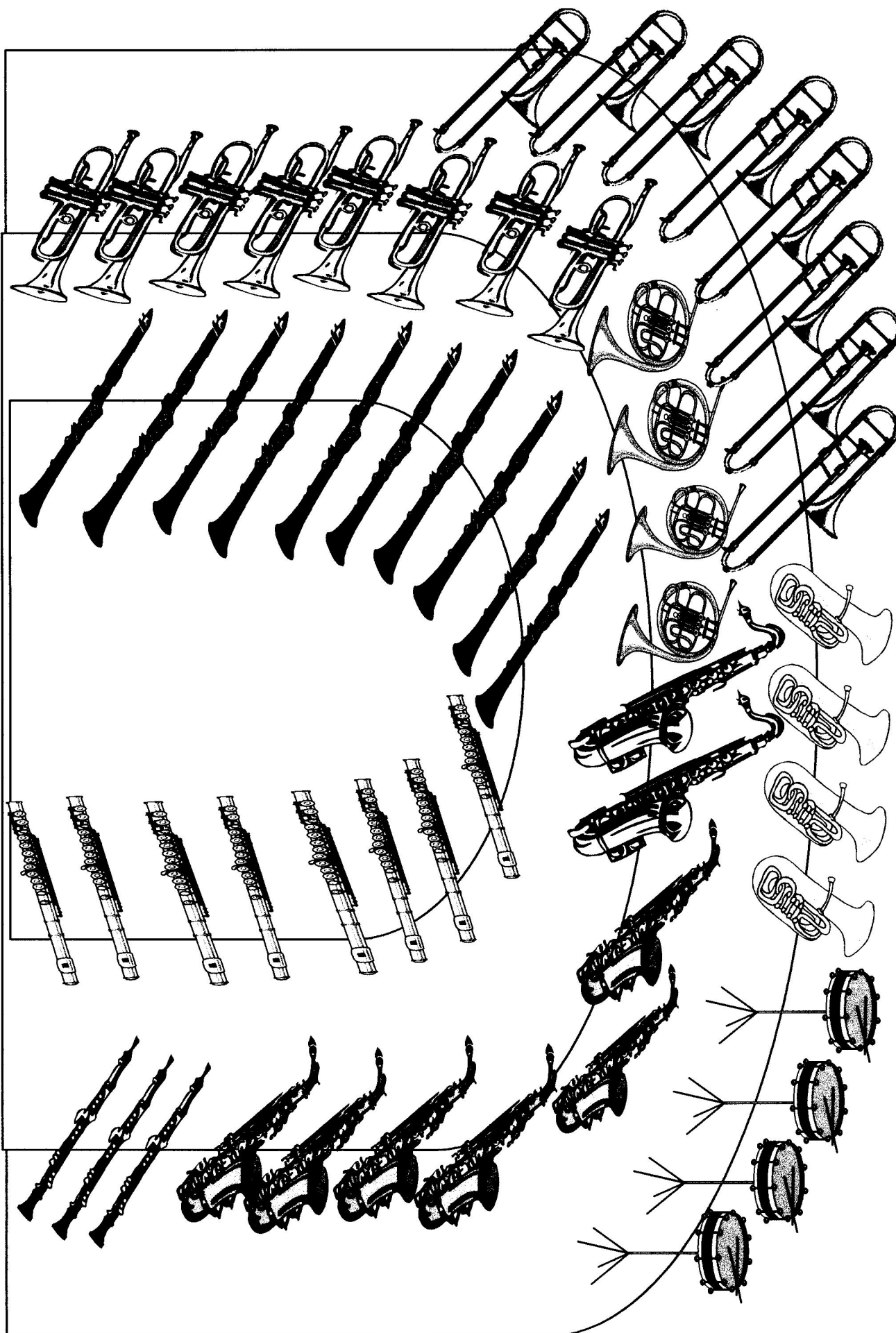


**TOGETHER:**

WE all are fine musicians  
Come join our band today  
Cuz people come from miles around  
Just to hear us play  
Come join us, come join us  
Just take a part and join us

**All play together twice  
Third time head around the room  
Leave one at a time  
Come back and ripple bow**

# Walker School Band



## Instrument Audition Form

Student's Name: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Student's Phone: \_\_\_\_\_

Parent(s)/Guardian(s) Name(s): \_\_\_\_\_

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### Body Size Information

Check Mark = Suitable    X = Not Suitable

Hand/Finger Size:

Height:

Arm Length:

\_\_\_\_ Saxophone

\_\_\_\_ Tuba

\_\_\_\_ Trombone

\_\_\_\_ Clarinet

\_\_\_\_ Tenor Sax

\_\_\_\_ Horn

Mouth/Lip Features:

\_\_\_\_ Small Cup Mouthpiece

\_\_\_\_ Upper Lip (Flute)

\_\_\_\_ Large Cup Mouthpiece

\_\_\_\_ Other: \_\_\_\_\_  
\_\_\_\_\_

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### Instrument Audition Information

Rate using the following scale: 1=Poor, 2=Fair, 3=Good, 4=Excellent, 5=Superior

1. Instrument: \_\_\_\_\_ Rating: \_\_\_\_\_

2. Instrument: \_\_\_\_\_ Rating: \_\_\_\_\_

3. Instrument: \_\_\_\_\_ Rating: \_\_\_\_\_

4. Instrument: \_\_\_\_\_ Rating: \_\_\_\_\_



## **Parent Meeting Outline – Band Recruitment**

1. Start with music – Fine Musician
2. Introduce Yourself – give them some background
3. Ask how many parents have played musical instruments?
4. Go over documents they need to pick up on the way in
  - Handbook
  - Permission slips
  - Registration Cards
  - Instrument rental information
  - Sample Schedule
5. Benefits of band
  - Self-discipline
  - Cooperative talents
  - Self-expression
  - Coordination
  - Poise
  - Sense of accomplishment
  - Organizational skills
  - Self confidence
  - Creative mind
6. Explain your recruitment process & how student arrived at the instrument choice
7. Commitment required of students
8. Band Report cards/assessment
9. Full band and small group lesson schedules
10. Field trip and performance dates
11. Explain junior high/middle school band program
12. Accessories needed: reeds, oil, music stand, etc.
13. Encourage private lessons & provide a list of teachers
14. Give parents all of your contact information
15. Have a representative from a music company (or two) explain their rental program
16. Explain deadlines for lesson start date
17. Recruit parent helpers to help with paperwork, concert programs, ushers, chaperones
18. End with a Music Advocacy statement or two (see outline for website addresses)

**Private Instructors in the Area:**

Instrument	Name	Phone	Location
Flute	Cindy Fudala	708-488-0814	LaGrange
	Susan Dudek	708-839-2410	Willow Springs
	Claire Chase	708-352-8843	La Grange
	Leslie Fagan	773 764-7406	Will travel
	Marie Bennett	630-803-8006	Naperville
Clarinet	Jennifer Woodrum	773-209-4626	La Grange
	Brian Patti	630-832-9222	Elmhurst
	Ken Chin	708-352-8843	La Grange
	Carolyn Krizek	708-485-5393	Brookfield
	Lori Foster	630-226-5562	Bolingbrook
Oboe	Lissa Stoltz	312-498-3942	LaGrange
	Jacqueline Landis	630-883-7139	Elmhurst
	Diane Hughes	630-655-6321	Willowbrook
Bassoon	Dan D'Andrea	630-322-9187	Downers Grove
Sax	Geoff Deibel	773-314-3021	Will travel
	Brian Patti	630-832-9222	Elmhurst
	Lori Foster	630-226-5562	Bolingbrook
	Carolyn Krizek	708-485-5393	Brookfield
Fr. Horn	Philipp Jacobs	708-485-7741	Brookfield
	Debra Miller	630-697-5034	Bolingbrook
	Nancy Fako	630-279-6244	Elmhurst
	Donna Shelly	630-378-2033	Downers Grove
Trumpet	Darryl Thompson	630-833-7549	Travels to homes
	B.J. Levy	708-352-8843	LaGrange
	Pat MacMurray	630-782-9986	Elmhurst
Trombone	Chuck Sloka	312-615-3191	Travels to homes
	Ryan Miller	630-926-2736	LaGrange
	Martin Fako	630-279-6244	Elmhurst
Baritone or Tuba	Ryan Miller	630-926-2736	LaGrange
	Chuck Sloka	312-615-3191	Travels to homes
Percussion	Chris Crisanti	708-387-0616	Hinsdale Central
	George Machay	708-935-8068	Travels to homes

# Hinsdale Clarendon Hills District 181



## Band Handbook 2005-06

## 1. Benefits of studying instrumental music:

- Teamwork
- Self-expression
- Coordination
- Memory skills
- Self-confidence and esteem
- Poise
- Goal-setting
- Problem solving
- Sense of accomplishment and pride

## 2. Program goals

- Learn to play a musical instrument using proper posture, hand position and tone quality.
- Develop an awareness of major and minor tonalities, a means to decode rhythms and techniques for good tone production.
- Develop the ability to set individual goals, maintain a good work ethic and realize a sense of achievement upon completion.
- Develop the ability to work towards common goals in large groups.
- Respect the talent and diversity of others while participating on a musical team.

## 3. Recruitment process – 4 steps

- A “Meet the Band” video was shown in general music
- Musical skills quiz to determine strengths
- Live demonstration by CHMS/HMS band members
- Individual interviews to select the instrument that best matches your son or daughter’s interests, physical attributes & balanced instrumentation

## 4. Parental Tips

- Please help select a regular “practice time.” Before school, after school, before dinner, after dinner, or when Mom and Dad are watching the evening news, are all excellent times to practice.

- Please provide a regular place to practice, preferably somewhere well lit, quiet, and free of distractions.

- Please encourage your child through positive support. Listen to practice sessions on occasion.

- Everyone will probably require tons of patience while the beginning musician squeaks, squawks, moans and groans his way through the first few weeks. It will get better!! With regular practice those noises will be replaced in no time with the wonderful sounds of music! The rewards are well worth the wait.

- Please set aside our two concert dates to be sure your child can attend.

- Any assistance you can provide in the first few weeks of small group lessons to help students remember their lesson times will be appreciated.

- Provide support and assistance to make sure that the band student is keeping up with all classroom assignments on lesson days.

## 5. Student Responsibilities

- A minimum of 90 minutes of home practice per week.

- Practice in a place free of distractions.

- Place music at eye level, and be sure to use good posture while you practice.

- Set goals! Work on improving five things in your assignment every time you practice.

- Attend all lessons and rehearsals on days when you are in school.

- Be prompt for the rehearsals (especially if your school’s band meets before school) and lessons

- Bring all materials

- Be responsible for all material/work you miss while out of class for your lessons

- Leave class 2-3 minutes before your lessons begins and return 2-3 minutes following your lesson.

- Leave class quietly with as little distraction as possible to your teacher and other students.

## 6. Materials Needed

- Essential Elements, Book One
- Music Stand
- Instrument in good playing condition
- A pencil (keep it in your case)
- Woodwinds (oboe, clarinet, and alto saxophone):
  - Three good, playable reeds
  - Cork grease
  - A swab for cleaning out their instrument (applies to flutes also)
- A reed guard or reed case (to protect their reeds)
- Brass
  - Valve oil appropriate for the instrument
  - Water rag (wash cloth) for emptying moisture
  - Tuning slide grease
  - Trombones: water bottle & slide creme
- Percussion
  - Percussion kit (including bell kit & drum pad)
  - Bell mallets and size 2B snare drum sticks
  - Stick bag

To save parents trips to Quinlan & Fabish, they can order supplies by phone (654-4111) and have them delivered during Quinlan's weekly visit to school on Friday. Mrs. Golden will keep a supply of single reeds (clarinet \$1.05, sax \$1.25, oboe \$7.10) and oil on hand to sell to students.

## 7. Lessons

- One small group lesson per week
- Like instrument groupings: flutes, clarinets, etc.
- Lessons will be on a rotating schedule so that students do not miss the same academic or special subject each week.
- Because of my assignment of teaching at 7 schools, makeup lessons will be very difficult so weekly attendance is very important.

## 8. TENTATIVE 2005-06 Lesson & Band Schedule

Day	School	Full Band 7:45-8:30	Lessons
Monday	Monroe	Multi-Purpose	AM & PM Multi-Purpose
Tuesday	Madison	Music room	PM – Kdg room
Wednesday	Oak	Gym	AM – Music rm
Wednesday	Walker	On Friday at Prospect MPR	PM – Kdg room
Thursday	Elm	At Oak on Wednesday	AM -Music Rm
Thursday	The Lane	Multi purpose	All day Multi-Purpose
Friday	Prospect	Multi-Purpose	AM – Rm. 215 PM – MPR

## 9. School Band and HMS/CHMS Grouped Band

### Rehearsals

- Each student will have one school band rehearsal per week.
- Rehearsals will take place outside of the school day, before school.
- Four times a year students will travel to their home middle school for a rehearsal with students from the 3 or 4 elementary schools that feed into that particular middle school.
- **Dates for these large band rehearsals are**
  - Jan 17 & 24 (Tuesdays): HMS feeders**
  - Jan 23 & 30 (Mondays): CHMS feeders**
  - May 11 & 18 (Thursdays): HMS feeders**
  - May 17 & 24 (Wednesdays): CHMS feeders**
- Students will be bused from their elementary school to the middle school at 2:30 pm and will need to be picked up at 3:30 pm (from their middle school) by parents or a guardian these four times a year.
- **Percussion students** will have additional rehearsals from 3:30-4:30 pm after the big band rehearsals to gain experience playing on the various percussion instruments not owned by the elementary schools.

## 10. Concert Dates

- **Optional band field trip**, Friday, Oct. 28, 5:00-9:00 pm: Northwestern University Homecoming concert
- **Beginners First Concert:**
  - **January 31**, 7:30 pm - Madison, Elm & Oak HMS Commons
  - **February 2**, 7:30 pm – Monroe, Lane, Prospect & Walker 7:30 pm – CHMS gym
- **Spring Concert (all bands):**
  - **May 22**, 7:30 pm – Madison, Elm & Oak – HMS gym
  - **May 31**, 7:30 pm – Monroe, Walker, Prospect & The Lane CHMS gym

## 11. Grading

- Report card insert: 2<sup>nd</sup>, 3<sup>rd</sup> & 4<sup>th</sup> quarters
- Grade based on attendance at lessons & rehearsals, practice effort, and musical improvement
- Students will be assigned work each week and one of the lines will be graded each week, called PQ (weekly playing quiz).

## 12. Recommended Instruments

- Flute (closed hole): Yamaha YFL-220AD, Gemeinhardt 52SP, Armstrong 102
- Oboe: Yamaha YOB-241, Selmer 1492B
- Clarinet (wood): Yamaha YCL-450N, Selmer CLSOL310W
- Alto Saxophone: Yamaha YAS200AD, Selmer ASOL300, Vito 7131RK
- Trumpet: Bach TRSOL300, Yamaha YTR200AD
- French Horn: Yamaha YHR314, Conn 14D, Holton H602, Bach 1101
- Trombone: Yamaha YSL200AD, Conn 23H, Holton TR602, or Bach TBSOL300
- Baritone: Yamaha YEP201, Bach 1103
- Tuba: Carnegie XL Yamaha YBB105, King 1135
- Percussion/Bell Kit: Ludwig M651R, Yamaha SPK250

## 13. Care of Instruments

- Students will be instructed on daily maintenance of their instruments
- Handle with care! Your instrument is made of breakable parts, so be careful handling it. Do not let younger siblings handle your instrument.
- Always store your instrument safely in the case when you are not playing it.
- Before you pick up your case, make sure the latches are closed.
- Keep your instrument clean by swabbing out the moisture, wiping off the outside, brass instruments and mouthpieces should be given occasional baths according to instructions.
- Do not let the instrument get too hot or too cold. For example, avoid leaving it in the car for an extended period of time on an extremely hot or cold day.

## 14. Contact information for Mrs. Golden

- Phone: 887-4260 ext. 722
- E-mail: [ngolden@d181.org](mailto:ngolden@d181.org)
- Please keep me informed of any issues that may be impeding your child's progress.

## 15. Middle School Band Programs

- Band meets during the school day as an "encore class," two out of every three days.
- Sixth, Seventh & Eighth grade band members get a smaller group lesson every six days
- Jazz band meets outside of school and enrollment is by audition at the end of sixth grade.

## 16. Private lessons:

- Once the students get going, private lessons are encouraged and do provide students invaluable one on one instruction.
- Private lessons build on the concepts and skills taught in weekly school lessons, and can help young musicians increase their technique and confidence.

## ROTATING SCHEDULE :

In my experience, this type of lesson schedule works best for students. Their lesson time changes by 30 minutes each week. The positive part of this is that students do not miss the same class each week. For the schools with larger participation, this means that it will be **10 weeks** before they have a lesson at the same time again. **Lessons will always be on the same day of the week for your school.**

Time	Sept 29	Oct 6	Oct 13	Oct 20	Oct 27	Nov 4	Nov 11	Nov 18	Nov 25	Dec 2
8:35	A	J	I	H	G	F	E	D	C	B
9:00	B	A	J	I	H	G	F	E	D	C
9:30	C	B	A	J	I	H	G	F	E	D
10:00	D	C	B	A	J	I	H	G	F	E
10:30	E	D	C	B	A	J	I	H	G	F
11:00	F	E	D	C	B	A	J	I	H	G
1:00	G	F	E	D	C	B	A	J	I	H
1:30	H	G	F	E	D	C	B	A	J	I
2:00	I	H	G	F	E	D	C	B	A	J
2:30	J	I	H	G	F	E	D	C	B	A

A: flutes  
B: clarinets  
C: oboes  
D: saxophones  
E: trumpets

F: french horns  
G: trombones  
H: baritone/euphoniums  
I: percussion  
J: overblow

For schools with smaller participation, the schedule would rotate only through the morning or through the afternoon. It might be **five or six weeks** before students will miss the same time period again.

Time	Sept 29	Oct 6	Oct 13	Oct 20	Oct 27	Nov 4	Nov 11	Nov 18	Nov 25	Dec 2
8:35	A	F	E	D	C	B	A	F	E	D
9:00	B	A	F	E	D	C	B	A	F	E
9:30	C	B	A	F	E	D	C	B	A	F
10:00	D	C	B	A	F	E	D	C	B	A
10:30	E	D	C	B	A	F	E	D	C	B
11:00	F	E	D	C	B	A	F	E	D	C
12:30	A	E	D	C	B	A	E	D	C	B
1:00	B	A	E	D	C	B	A	E	D	C
1:30	C	B	A	E	D	C	B	A	E	D
2:00	D	C	B	A	E	D	C	B	A	E
2:30	E	D	C	B	A	E	D	C	B	A

This may sound complicated, but I have seen it work with students as young as 3<sup>rd</sup> grade. Teachers, parents and students appreciate it because one academic or "special" subject is not impacted more than others.

# **THE “GOLDEN” RULES:**

- 1. Be on time**
- 2. Don't play  
until you're  
asked**
- 3. Bring all of  
your supplies**
- 4. Come with an  
attitude to try**



## Point System

	DATE	10/6	10/13	10/20	10/27	11/3	11/10	11/17	12/1	12/8	12/15	1/5	1/12	1/26	2/2	2/9
On Time for Lesson (1)																
Bring Instrument (1)																
Music & Survival Kit (1)																
Practice Record Signed (1)																
Practiced 90 min. (1)																
Rhythm Book Assignment (1)																
Weekly Playing Quiz (2)																
Band Attendance (1)																
On Time for Band (1)																
TOTAL																

## Thursday Practice Record – 90 minute minimum weekly

Week of:	Thursday	Friday	Saturday	Sunday	Monday	Tuesday	Wednesday	TOTAL	Parent Signature
October 6									
October 13									
October 20									
October 27									
November 3									
November 10									
November 17									
November 24									
December 1									
December 8									
December 15									
BREAK								45	
January 5									
January 12									
January 19									
January 26									



**District 181****Elementary Band Progress Report****Grade 5**

أ Elm ف Madison ف Monroe ف Oak ف Prospect ف The Lane ف Walker

Student: \_\_\_\_\_

Teacher: Mrs. Nancy Golden

**GRADING KEY BASED ON GIVEN DISTRICT STANDARDS:**

**A** Excellent **B** Very Good **C** Satisfactory **E** Experiencing Difficulty

**4** Consistently **3** Usually **2** Sometimes **1** Rarely **NA** Not assessed

	Quarter		
	2nd	3rd	4th
<b>Music Standards</b>			
Proper Posture and hand position			
Uses proper breath support			
Demonstrates correct fingerings or percussion stickings			
Uses correct tonguing			
Names notes accurately			
Counts rhythm values			
Produces characteristic tone quality			
Weekly playing quiz			
Plays scales or rudiments appropriate to level	NA		
<b>Skills and Behaviors that Support Learning</b>			
Adequate home practice			
Student brings music, instrument, survival kit			
Follows classroom rules			
<b>Attendance Information</b>			
Lessons			
Band Rehearsals – attendance & punctuality			

**Teacher Comments (optional):**

Dear Band Parents,

We are now starting our ninth week in band, and it is important I take the time to share some information with you. We all want to see your son/daughter be successful in our band program, and this letter can help us meet that goal. We have had very few casualties thus far, but thought some of this information may help you get your child over the hurdle.

For some students, the novelty of being in band may now have worn off. We have accomplished the first level in the learning process. The next four to eight weeks will be a crucial time in your child's musical career. Research indicates many young people begin to become discouraged after the first several weeks of band; some expect immediate results. Practicing can often become an inconvenience, or is easily diverted as the path of least resistance. What was once a new-found excitement may have turned into a burdensome responsibility, and the quickest solution appears to be quitting band. Your input is vital, your encouragement is necessary, and your willingness to see your child complete this goal will have a huge impact on the outcome. If he/she can effectively work through this pivotal time, the chance for a prosperous and enjoyable future of music-making will be significantly improved. By the time we give our first performance at the beginning of February, I think you will see it as well worth the effort.

Consistent practice is essential to success. Most students need help in structuring a practice schedule that fits into their daily routine. They also need help keeping that schedule. A few suggestions follow:

- 1) For lip muscular development, five or six days a week of 15-20 minute practice is more beneficial than two long sessions, and a 90 minute minimum is required.
- 2) Encourage students to practice along with the CD/DVD provided at the back of their book. In addition to making the sessions more interesting, this provides important practice for tone, pitch and rhythmic development.
- 3) Encourage students to get together with fellow band members to practice and start working on the short songs we will be playing on our first concert. The students have a list of possible concert pieces and playing with friends makes sessions more fun.
- 4) Occasionally have your band student play for you, play "name that tune," and/or have them perform for relatives over the holiday season.
- 5) Attend the upcoming concert at the middle school your child will attend next year to show them what they have in store for them. CHMS Holiday Band Concert is Tuesday, Dec. 7<sup>th</sup>; HMS Winter Concert is Thursday, January 27<sup>th</sup>. Both programs are in the gym and start at 7:30pm.

As you probably know, we also strongly encourage your son or daughter to study privately on their instrument if possible. The personal attention gained in a one on one environment is extremely valuable and well worth the investment of time and money. The faster your child improves, the more enjoyment they will receive from their participation. I have enclosed an updated list of the professional teachers that work in our area.

I have attached two documents: 1) a "Holiday Wish List" of recordings for each instrument that you can order at Amazon.com (great to get these sounds in their ears) and 2) a second list of stocking stuffer ideas combined with the private instructor list.

Important upcoming dates, details will follow in January:

**REHEARSALS: Tuesdays, Jan. 18 & 25: HMS Feeders, leave home school by bus at 2:30 – 3:30 pm – rehearsals in the HMS Band Room.**

**Mondays, Jan. 24 & 31: CHMS Feeders, leave home school by bus at 2:30 – 3:30 pm – rehearsals in the CHMS Band Room.**

**CONCERTS: Tuesday, February 1st, HMS Feeder Schools, 7:30 pm, HMS Commons  
Thursday, February 3rd, CHMS Feeder Schools, 7:30 pm, CHMS Gym**

Your support is greatly appreciated. Sincerely, Nancy Golden 887-4260, ext. 722  
[ngolden@d181.org](mailto:ngolden@d181.org)

**List of Instrumental Recordings:  
Can be ordered at amazon.com**

**Flute:**

The Very Best of James Galway  
Label: RCA #639050  
ASIN: B000068773

James Galway – Greatest Hits  
Label: RCA #7778  
ASIN: B000003ERA

Flute Master Pieces  
Label: Elektra/Asylum #45839  
Jean Pierre Rampal  
ASIN: B000005E94

**Oboe:**

John Mack, Oboe  
Label: Crystal #324  
ASIN: B000003J3J

Oboe Obsession  
Brian Pezzone, Allan Vogel  
Label: Delos #3235  
ASIN: B00004TKHF

Summertime  
John Anderson – Simon Wynberg  
Label: Chandos #6581  
ASIN: B000000A9T

**Clarinet:**

Poulenc, Francaix, Debussy & others  
Ferenc Bogner, Karl Leister  
Label: Camerata #415  
ASIN: B000001ZKW

Swing Low, Sweet Clarinet  
Eddie Daniels  
Label: Shanachie  
ASIN: B0004Y9VI

Mozart/Brahms Clarinet Quintets  
Label: Polygram Records: 459641  
ASIN: B00000IX73

**Saxophone:**

**Classical –**

Bach & Noodles  
Henry Pittel  
Label: Crystal #654  
ASIN: B000003J5U

Soliloquy  
Dale Underwood  
ASIN: B000009JW6

**Jazz -**

Giant Steps  
John Coltrane  
Label: Rhino Records  
ASIN: B000003489

Time Out  
Dave Brubeck Quartet/Paul Desmond  
Label: Polygram Records  
ASIN: B000002AGN

**Trumpet:**

Carnaval – Wynton Marsalis  
Label: Sony - #42137  
ASIN: B0000026EN

Maurice Andre, Trumpet Concertos  
Label: Emi Classics - #69152  
ASIN: B000002SDO

Essential Canadian Brass – Canadian  
Brass  
Label: Polygram Records - #432571  
ASIN: B00000413N

Chameleon - Maynard Ferguson  
Label: Sony  
ASIN: B00009VU2Z

**French Horn:**

Mozart Concertos 1-4  
Dennis Brain  
Label: Angel Records #66950  
ASIN: B00000GCAD

American Horn Quartet (Compilation)  
Kerry Turner & James W. Langly  
Label: Ebs #6008  
ASIN: B0000044KY

The London Horn Sound (Compilation)  
Conductor: Geoffrey Simon  
Label: Cala Records #112  
ASIN: B00000JHK7

**Trombone:**

Cream of the Crop - Bobby Knight  
Label: Jazz Mark  
ASIN: B000003DVL

The Canadian Brass, More Greatest  
Hits – Canadian Brass  
Label – RCA #5628  
ASIN – B000003E03

The Virtuoso Trombone – Christian  
Lindberg  
Label: Bis - #258  
ASIN: B0000016B1

**Tuba:**

Essential Canadian Brass – Canadian  
Brass  
Label: Polygram Records - #432571  
ASIN: B00000413N

Gravity is Light Today – Roger Bobo  
Label: Crystal Records - #396  
ASIN: B000003J4B

Virtuoso Tuba – Torbjorn Lundquist  
Label: Caprice - #21493  
ASIN: B000000UJ1

**Percussion:**

Greatest Hits - Evelyn Glennie  
Label: RCA - #47629  
ASIN: B000003EU4

Shadow Behind the Iron Sun –  
Evelyn Glennie  
Label: RCA - #63406  
ASIN: B000031W9F

**Mallets:**

The Best of Nexus - Nexus, George  
Hamilton Green, et al.  
Label: Nexus - #10251  
ASIN: B000009JMU

**Jazz Vibes:**

World Beat Bach - Gary Burton, Eddie  
Gomez, et al.  
Label: RCA - #63554  
ASIN: B000040JE7

**Percussion Ensemble:**

Percussion Music of David Maslanka  
Label: Albany Records - #190  
ASIN: B0000049PK

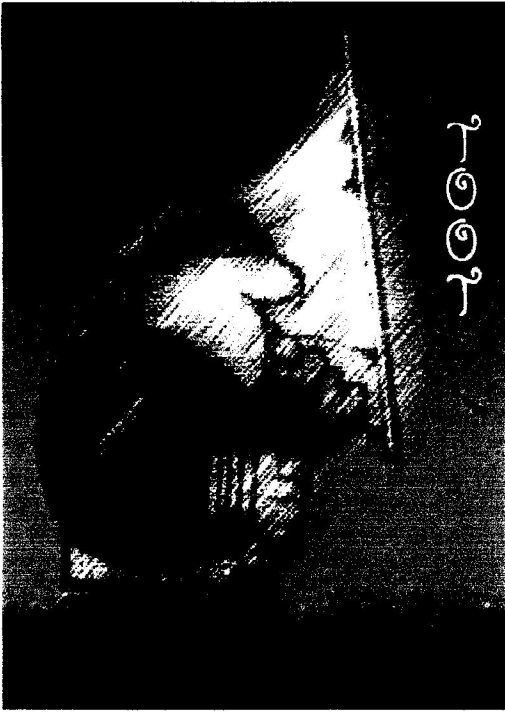
**Snare Drum Solos:**

Open-Close-Open - Guy G. Gauthreaux  
Number of Discs: 1  
ASIN: B00004YKUC

# BEGINNERS' BAND FIRST CONCERT GOALS

NAME: \_\_\_\_\_

PAGE #	LINE #	NAME OF PIECE	GOAL- WEEK of:	CHECKED OFF
6	14	Rolling Along	Nov 28 - Dec 2	
6	17	Hot Cross Buns	Nov 28 - Dec 2	
6	18	Go Tell Aunt Rhodie	Nov 28 - Dec 2	
7	24	Listen To Our Sections	Dec. 5-9	
7	25	Lightly Row	Dec. 5-9	
8	28	Au Claire DeLune	Dec. 5-9	
8	30	London Bridge	Dec. 12-16	
12	54	Frere Jacques	Dec. 12-16	
12	55	When The Saints	Dec. 12-16	
		<b>Section Pieces:</b>		
14	62	<b>Flutes Only:</b> Camptown Races	Jan. 3-6	
12	53	<b>Oboes Only:</b> Aura Lee	Jan. 3-6	
10	44	<b>Clarinets Only:</b> Oh, Susanna	Jan. 3-6	
10	43	<b>Saxophones Only:</b> Long, Long Ago	Jan. 3-6	
7	23	<b>Trumpets Only:</b> March Steps	Jan. 3-6	
9	36	<b>French Horns Only:</b> A Tisket A Tasket	Jan. 3-6	
9	34	<b>Trombones Only:</b> Doodle All Day	Jan. 3-6	
9	34	<b>Baritones Only:</b> Doodle All Day	Jan. 3-6	
11	48	<b>Percussion Only:</b> When The Saints	Jan. 3-6	
10	42	Skip to My Lou	Jan. 3-6	
13	56	Old MacDonald	Jan. 3-6	
10	45	William Tell	Jan. 9-13	
13	58	Hard Rock Blues	Jan. 9-13	
		<b>CLEAN UP WEEK</b>	Jan 16-20	



"Stunning! . . ." New York Times  
"Have never heard a group quite like this one . . ."  
Suburban Life

## Prepare yourself for an evening of beautiful music

District 181 Board members

We would love to have you join us!

Who: Beginners' Band

What: First Band Concert

When: Thursday, February 3rd

Time: 7:30 pm

Where: CHMS Gym

Special Guests: CHMS 6th Grade Band

If you can't make this one, please save the date for our

**Spring Band Concert**

Featuring: Beginners' Band, 6th Grade Band,

7/8th Grade Band and Jazz Band

Wednesday, June 1st

7:30 pm - CHMS Gym

## BEGINNERS' BAND

### Our Three Positions

Hot Cross Buns ..... Traditional

Mary Had A Little Lamb ..... Traditional

Go Tell Aunt Rhodie..... American Folk Song

Listen to our Sections ..... Paul Lavender

Lightly Row ..... Traditional

Au Claire De Lune..... French Folk Song

London Bridge ..... English Folk Song

### Follow the Conductor

A Mozart Melody ..... Adaptation

### Section Features

Camptown Races ..... Flutes

Doodle All Day ..... Oboes  
Oh, Susanna ..... Clarinets

Long, Long Ago..... Saxophones

March Steps..... Trumpets

A Tisket, A Tasket ..... French Horns

Rolling Along..... Trombones

Hey Ho Nobody's Home..... Baritones

When the Saints Go Marching In ..... Percussion

Skip to My Lou ..... American Folk Song

William Tell..... Gioacchino Rossini

Frere Jacques – Round ..... French Folk Song

When the Saints Go Marching In..... Arr. by J. Higgins

Old MacDonald Had a Band..... Traditional

Hard Rock Blues ..... John Higgins

## 6<sup>th</sup> GRADE BAND

The Matador ..... Jerry Nowak

Infinity ..... James Curnow

Celebration Overture..... James Swearingen

### Did you know ...

High school music students score higher on SATs in both verbal and math than their peers. In 2001, SAT takers with coursework/experience in music performance scored 57 points higher on the verbal portion of the test and 41 points higher on the math portion than students with no coursework/experience in the arts.

Source: Profile of SAT and Achievement Test Takers, The College Board, compiled by Music Educators National Conference, 2001.

### Did you know ...

Music majors are the most likely group of college grads to be admitted to medical school. Physician and biologist Lewis Thomas studied the undergraduate majors of medical school applicants. He found that 66% of music majors who applied to med school were admitted, the highest percentage of any group. For comparison, (44%) of biochemistry majors were admitted. Also, a study of 7,500 university students revealed that music majors scored the highest reading scores among all majors including English, biology, chemistry and math.

Sources: "The Comparative Academic Abilities of Students in Education and in Other Areas of a Multi-focus University," Peter H. Wood, ERIC Document No. ED327480  
"The Case for Music in the Schools," Phi Delta Kappan, February, 1994

Performance Reflection Sheet  
(Two points for turning this in with your CD)

Name: \_\_\_\_\_

**Part One: CD Recording**

1. My tone was:  
better than usual      about the same as usual      not as good as usual
  2. The notes and fingerings (slide positions) were:  
always correct      correct most of the time      often wrong
  3. The rhythms were:  
accurate      accurate most of the time      not very accurate
  4. The articulation (tonguing) was:  
accurate      tongued sometimes      did not use my tongue
  5. The tempo was:  
steady      changed a little      not steady
  6. The breaths taken were:  
every other meas.      every measure      taken more often than I needed
- 

**Part Two: Concert**

1. Describe how you felt as we performed our concert.
2. Describe some of the things we, as a group, did well.
3. Describe some things we, as a group, need to work on to improve our performance.
4. Describe some things you personally were pleased with OR could do to improve the performance.
5. How many people came to see your performance (parents, siblings, grandparents, friends) and what did they think of the performance?